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ABSTRACT

This report contains districtwide data on service priorities for the use of Urban, Rural, Racial Disadvantaged program (URRD) funds in Seattle, Washington. Information is offered describing (1) the proportion of low achieving students in reading and mathematics in each school; (2) the extent of poverty in elementary school attendance areas; (3) the number and characteristics of non-English background students served; (4) the number and location of American Indian students; and (5) districtwide dropout and suspension rates. Recommendations for improving the URRD program are provided. (Author/APM)

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1977-78 URRD NEEDS ASSESSMENT

REPORT NO. 78-4
MAY 1978

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Office of
Instructional Program Evaluation

Department of
Management Information Services

SEATTLE PUBLIC SCHOOLS

UD 021 734

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1977-78 URRD NEEDS ASSESSMENT

REPORT NO. 78-4
MAY 1978

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ABSTRACT

Report Number 78-4, 1977-78 URRD Needs Assessment contains Districtwide data that identify service priorities in the three URRD categories: Academic Achievement, Bicultural Education, and Ancillary Services. This report contains data describing the proportion of low achieving students in each school; the extent of poverty in elementary attendance areas; service data location and characteristics of non-English language background students; data describing the location and number of American Indian students; Districtwide dropout and suspension data. Conclusions and recommendations are summarized in the last section of this report.

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INTRODUCTION

Background Information

The State has provided the Seattle School District with Urban, Rural, Racial Disadvantaged (URRD) funds since 1970. The State Superintendent of Public Instruction has described the purpose of URRD funds as follows: "To provide compensatory educational services to children who are not succeeding in school because of disadvantaged, minority, or poverty backgrounds--in order to raise their level of educational attainment to that level appropriate for children of their age." Seattle has thirteen URRD funded programs which will submit proposals for URRD funding during the 1977-78 school year. The programs will prepare proposals which meet the three category definitions defined in the 1977-78 URRD mid-year report guidelines. The three categories are Academic Achievement, Bicultural Education, and Ancillary Services. The presentation of data has been organized into three sections, one corresponding to each category. Each proposal will contain a needs assessment section which describes the needs met by a particular program, the method by which the needs were determined and the reason why a particular need was given high priority. The purpose of this report, 1977-78 URRD Needs Assessment, is to provide data for program managers to use in the preparation of the needs assessments for specific programs. As this report is a general statement about District service needs, it can be used by Seattle Public School personnel and citizen advisory councils in determining the types of service priorities existing in the Seattle School District.

Category Definitions

Academic Achievement

The following programs have academic achievement as their primary focus: CAMPI Satellite Preschools, Follow Through, Garfield Alternative Program, People's School #1, Project Interchange, School-Age Parent Continuation School, and School/Community Liaison Services. These programs all have a highly structured tutoring or classroom component. The students served by these programs meet one or more of the following criteria specified in the URRD Mid-Year Report (1977-78), Form No. SS-9 (2-28):

1. Achieving below grade level on whatever standard achievement tests are currently used in the URRD school district, or

2. Disadvantaged by virtue of low academic achievement, or

3. Give substantive evidence of becoming severely alienated from standard educational approaches common to their district, or

4. Economically disadvantaged according to HEW poverty guidelines.

This report supplies the following data to substantiate District needs for compensatory services in academic subjects:

1. The number and proportion of low achieving students, i.e., students scoring in the lower three stanines assigned to schools for the 1978-79 school year according to The Seattle Plan for desegregation. These data were taken from the District's group testing program results and include the Reading and Mathematics Subtests of the Metropolitan Achievement Test (MAT) for grades two, six, and eight, the California Test of Basic Skills (CTBS) for grade four, and the Stanford Test of Academic Skills (TASK) for grade eleven administered in the Fall of 1977.

2. A map showing the extent of neighborhood poverty rates in elementary attendance areas. These data were taken from the proportion of students eligible for free and reduced price lunches under the National Free and Reduced Lunch Act.

Bicultural Education

The following programs have Bicultural Education as their primary focus: American Indian Heritage Program, Beacon Hill Bilingual, Gypsy Alternative School, Cleveland/Mercer Bilingual, and Franklin Bilingual. These programs work with students who have a need for assistance in academic or social areas as well as cultural reinforcement. The students served by these programs will be required to meet one of the following criteria specified in the URRD Mid-Year Report (1977-78), Form No. SS 9 (2-28):

1. At least 50% of the program participants must be children for whom English is not their dominant language, or

2. At least 60% of the program participants must be children who identify themselves primarily as being American Indian.

This report supplies the following to substantiate District needs for compensatory services to American Indian and non-English language background students:

1. Recommendations from Document No. 77-22, 1976-77 Lau Compliance Management Summary (November 1977). This report contains the results of the Seattle Public Schools' Lau compliance evaluation activities during the first year of implementing its Lau Plan.

2. Numbers of students in each language group served by the URRD programs receiving ESL/Bilingual or Compensatory Education services. These data were taken from a computer report which summarized the numbers of non-English dominant and English dominant students who received a particular service during the 1977-78 school year.

3. Numbers of non-English dominant (HEW Fluency Category A or B) students assigned to schools for the 1978-79 school year according to The Seattle Plan for desegregation as of February 20, 1978. These data were taken from a computer report which summarized the numbers of students in each language group served by URRD programs.

4. Proportion of English dominant students expected to score in the lower three stanines on the standardized achievement tests as a result of previous test score patterns. These data were taken from computer reports which determined the proportion of low achieving students in each language group served by URRD programs for all grade levels.

5. Numbers of American Indian students currently enrolled in the Seattle School District. These data were taken from the 1977-78 Racial Distribution of Students report published by the Seattle School District.

Ancillary Services

The URRD Mid-Year Report guidelines describe Ancillary Services as "program thrusts which indirectly contribute to a participating student's academic success, making the educational impact by impr[illegible]g that student's psychological or physiological capabilities for learning." Although no URRD programs have Ancillary Services as a primary focus, all the Seattle URRD programs have Ancillary Services as a secondary focus. Each URRD program has a component which deals with some of the following service areas: work programs, health care, enrichment activities, or guidance counseling related to attendance problems. Individual programs will present data in the needs assessment section of their proposals which support health care and enrichment activities. This report supplies the following data to substantiate needs for Ancillary Services related to attendance problems:

1. The number and percentage of dropouts at each high school during the 1976-77 school year. These data were taken from records maintained by the Office of Student Placement.

2. The number and percentage of suspensions at each high school during the 1976-77 school year. These data were taken from records maintained by the Office of Student Placement.

3. The number and percentage of suspensions in each of grades seven to twelve, during the 1976-77 school year. These data were taken from records maintained by the Office of Student Placement.

4. The percentage of students in each ethnic group served by the URRD programs who were classified as dropouts or suspended during the 1976-77 school year. The number of students in each ethnic group who were suspended or dropped out was taken from records maintained by the Office of Student Placement. The number of students in each ethnic group was taken from the 1976-77 Racial Distribution of Students and Staff report published by the Seattle School District.

Data Limitations

The data presented in this report have limitations which must be considered. The limitations of the data, by category, are discussed in this section.

Academic Achievement

The number and percentage of lower three stanine students are estimates based on the number of lower three stanine students in grades two, four, six, eight, and eleven. As not all grade levels were tested in the fall, this number should not be regarded as the exact number of low achieving students in the 1978-79 school year. The CTBS test tends to be somewhat easier than the MAT and therefore use of the CTBS in the fourth grade may result in lower numbers of underachieving fourth graders than would be the case if the MAT had been used. Additionally, the school enrollments were based on the March 1978 update of The Seattle Plan and not all students have been assigned to fall schools. The data should be used to identify those schools likely to have high concentrations of low achievers.

Bicultural Education

This report presents the numbers of non-English dominant students assigned to schools for the 1978-79 school year according to the February 20, 1978 version of The Seattle Plan. These school estimates may change substantially, as non-English dominant students will be encouraged to enroll in selected schools offering bilingual services. This change was suggested in March 1978 and permanent school assignments are not yet known.

There are no data directly pertaining to the needs of Romany speaking or Gypsy students contained in this report. Students who speak Romany as a primary language will receive HEW fluency rating reassessments in the spring of 1978. The Needs Assessment section of the Gypsy School proposal will be developed based on currently available national and local information.

Ancillary Services

The definitions of dropout and suspension categories are presented in the appendix. According to the Student Placement Office, the exact interpretation of these definitions may vary from school to school. Therefore the numbers of dropouts and suspensions may tend to reflect differing interpretations of a category at different schools.

PRESENTATION OF DATA

Academic Achievement

All URRD programs in Seattle focus on improving the basic academic skills of selected target students. Programs are differentiated by the criteria used in selecting target students and specific program methodology. Two criteria used by Academic Achievement programs in selecting target students are low academic achievement and low family income. The presentation of data will be divided into two sections: one relating to achievement and one to family income. A summary section will describe the recommended service direction for this category.

Achievement

Students with low academic achievement are defined by the Seattle Public Schools as those students who perform in the lower three stanines (twenty-third percentile or below) on a standardized achievement test. School/Community Liaison Services, People's School #1, Project Interchange, Garfield Alternative Program, and Proyecto Saber use low achievement as an identifier of target students served by their programs. Consistent with other compensatory programs, the MAT Reading Comprehension Subtest was used to measure reading achievement in grades two, six, and eight. The MAT Mathematics Computation Subtest was used to measure mathematics achievement in grades six and eight. The MAT Total Mathematics Subtest was used to measure mathematics achievement in grade two since there is no computation subtest at that level. The CTBS was used to measure reading and mathematics achievement for grade four; the TASK Reading and Mathematics Subtests were used for grade eleven.

All test scores used in this report were from fall 1977. Students were assigned to schools based upon the March "Administrative Update" of The Seattle Plan. The number of low achieving students was calculated for each tested grade level and estimated for untested grade levels. Estimates for the primary schools (kindergarten, first, and second grade only) were based on the number of low achieving second grade students in the school's pair or triad. The percentage of low achieving students at a school was based on the total regular enrollment at that school. Table 1 shows the estimated number and percentage of low achieving students in District schools.

High School. In reading, the Districtwide percentage of low achievers was 23.8%, and in mathematics, 18.2%. During the 1978-79 school year, the following high schools will have a higher concentration of low achievers in reading and mathematics than the District average: Ballard, Cleveland, Franklin, Garfield, Lincoln, Sealth, and Rainier Beach.

TABLE 1

NUMBER AND PERCENTAGE OF LOWER THREE STANINE STUDENTS
IN READING AND MATHEMATICS PROJECTED FOR 1978-79 ON APRIL 15, 1978

School	Projected* Enrollment	Reading		Mathematics	
		Number	Percent	Number	Percent
High Schools					
Ballard	1,101	296	26.9	223	20.3
Cleveland	750	283	37.7	179	23.9
Franklin	1,056	315	29.8	212	20.1
Garfield	1,179	404	34.3	384	32.6
Hale	1,272	218	17.1	136	10.7
Ingraham	1,377	220	16.0	139	10.1
Lincoln	1,199	343	28.6	296	24.7
Queen Anne	956	178	18.6	110	11.5
Rainier Beach	936	286	30.6	256	27.4
Roosevelt	1,760	231	13.1	149	8.5
Sealth	1,402	408	29.1	290	20.7
West Seattle	1,092	175	16.0	182	16.7
High School Total	14,080	3,357	23.8	2,556	18.2
Jr. High/Middle Schools					
Addams	1,056	200	18.9	212	20.1
Blaine	554	69	12.5	88	15.9
Boren	569	156	27.4	164	28.8
Denny	934	216	23.1	207	22.2
Eckstein	827	123	14.9	225	27.2
Hamilton	662	125	18.9	241	36.4
Madison	850	132	15.5	168	19.8
McClure	534	128	24.0	131	24.5
Meany	501	167	33.3	251	50.1
Mercer	1,152	363	31.5	287	24.9
Monroe	660	164	24.8	152	23.0

*Does not include kindergarten, special education, special program, or ungraded students.

TABLE 1 (cont'd.)

NUMBER AND PERCENTAGE OF LOWER THREE STANINE STUDENTS
IN READING AND MATHEMATICS PROJECTED FOR 1978-79 ON APRIL 15, 1978

School	Projected* Enrollment	Reading		Mathematics	
		Number	Percent	Number	Percent
Jr. High/Middle Schools Continued					
Sharples	840	284	33.8	181	21.6
South Shore	833	148	17.8	228	27.4
Thomson	656	108	16.5	120	18.3
Washington	918	129	14.1	272	29.6
Whitman	543	98	18.0	99	18.2
Jr. Hi./M.S. Total	12,089	2,610	21.6	3,026	25.0
Elementary Schools					
Adams	273	55	20.1	47	17.2
Alki	148	11	7.4	10	6.8
Allen	184	31	16.8	36	19.6
Bagley	255	39	15.3	44	17.3
Briarcliff	299	21	7.0	25	8.4
Cedar Park	173	14	8.1	29	16.8
Coe	310	73	23.5	93	30.0
Concord	171	90	52.6	99	57.9
Cooper	332	96	28.9	108	32.5
Crown Hill	164	18	11.0	35	21.3
Emerson	301	62	20.6	45	15.0
Fairmount Park	213	50	23.5	52	24.4
Gatewood	300	25	8.3	31	10.3
Greenwood	311	82	26.4	81	26.1
Haller Lake	264	49	18.6	50	18.9
Jefferson	323	68	21.1	62	19.2
Kimball	415	46	11.1	33	8.0
Lafayette	447	29	6.5	38	8.5
Lake City	298	71	23.8	52	17.5

*Does not include kindergarten, special education, special program, or ungraded students.

TABLE 1 (cont'd.)

NUMBER AND PERCENTAGE OF LOWER THREE STANINE STUDENTS
IN READING AND MATHEMATICS PROJECTED FOR 1978-79 ON APRIL 15, 1978

School	Projected* Enrollment	Reading		Mathematics	
		Number	Percent	Number	Percent
Elementary Schools Continued					
Latona	191	41	21.5	30	15.7
Laurelhurst	288	41	14.2	63	21.8
Lawton	342	58	17.0	57	16.7
Lowell	229	48	21.0	54	23.6
Loyal Heights	202	13	6.4	24	11.9
Madrona	432	140	32.4	159	36.8
Maple	345	133	38.6	136	39.4
Maple Leaf	222	10	4.5	33	14.9
Montlake	179	20	11.2	45	25.1
North Beach	204	31	15.2	31	15.2
North Queen Anne	179	19	10.6	18	10.1
Olympic Hills	257	36	14.0	33	12.8
Olympic View	274	28	10.2	23	8.4
Pinehurst	161	20	12.4	30	18.6
Rainier View	168	54	32.1	51	30.4
Rogers	259	24	9.3	19	7.3
Sacajawea	161	9	5.6	11	6.8
Sand Point	157	10	6.4	20	12.7
Sanislo	234	56	23.9	49	20.9
Stevens	426	63	14.8	80	18.8
University Heights	79	7	8.9	7	8.9
View Ridge	263	18	6.8	25	9.5
Viewlands	232	31	13.4	26	11.2
Webster	284	43	15.1	47	16.6
West Woodland	372	73	19.6	84	22.6
Whittier	288	53	18.4	55	19.1
Whitworth	488	94	19.3	126	25.8
Elementary Subtotal	12,097	2,103		2,306	

*Does not include kindergarten, special education, special program, or ungraded students

TABLE 1 (cont'd.)

NUMBER AND PERCENTAGE OF LOWER THREE STANINE STUDENTS
IN READING AND MATHEMATICS PROJECTED FOR 1978-79 ON APRIL 15, 1978

School	Projected* Enrollment	Reading		Mathematics	
		Number	Percent	Number	Percent
Triad Schools					
Decatur	185	40	21.6	52	28.1
Wedgwood	209	41	19.6	21	10.1
Leschi	329	59	17.9	105	31.9
Triad Subtotal	723	140	19.4	178	24.6
Gatzert	242	40	16.5	32	13.2
Day	214	46	21.5	41	19.2
McDonald	175	30	17.1	48	27.4
Triad Subtotal	631	116	18.4	121	19.2
Fauntleroy	233	54	23.2	27	11.6
Roxhill	217	24	11.1	14	6.5
Dunlap	297	69	23.2	93	31.3
Triad Subtotal	747	147	19.7	134	18.0
Colman	268	61	22.8	51	19.0
Green Lake	185	60	32.4	61	33.0
Ravenna	246	43	17.5	63	25.6
Triad Subtotal	699	164	23.5	175	25.0
Hay	173	17	9.8	23	13.3
West Queen Anne	151	30	19.9	29	19.2
Brighton	309	85	27.5	113	36.6
Triad Subtotal	633	132	20.9	165	26.1
Genesee Hill	211	36	17.1	18	8.5
Schmitz Park	159	28	17.6	28	17.6
Beacon Hill	335	71	21.2	78	23.3
Triad Subtotal	705	135	19.2	124	17.6

*Does not include kindergarten, special education, special program, or ungraded students.

TABLE 1 (cont'd.)

NUMBER AND PERCENTAGE OF LOWER THREE STANINE STUDENTS
IN READING AND MATHEMATICS PROJECTED FOR 1978-79 ON APRIL 15, 1978

School	Projected* Enrollment	Reading		Mathematics	
		Number	Percent	Number	Percent
Triad Schools Cont'd.					
King	130	14	10.8	7	5.4
McGilvra	148	17	11.5	18	12.2
Seward	271	69	25.5	59	21.8
Triad Subtotal	549	100	18.2	84	15.3
Pair Schools					
Bryant	220	42	19.1	46	20.9
Miner	341	66	19.4	98	28.7
Pair Subtotal	561	108	19.3	144	25.7
Highland Park	522	130	24.9	106	20.3
Wing Luke	297	92	31.0	80	27.0
Pair Subtotal	819	222	27.2	186	22.7
Muir	415	119	28.7	107	25.8
Broadview	474	125	26.4	152	32.1
Pair Subtotal	889	244	27.5	259	29.1
High Point	180	36	20.0	30	16.7
Hughes	272	66	24.3	97	35.7
Pair Subtotal	452	102	22.6	127	28.1
Van Asselt	357	108	30.3	94	26.3
Arbor Heights	362	108	29.8	118	32.6
Pair Subtotal	719	216	30.0	212	29.5
Oak Lake	325	76	23.4	64	19.7
Columbia	247	72	29.2	90	36.4
Pair Subtotal	572	148	25.9	154	26.9

*Does not include kindergarten, special education, special program, or ungraded students.

TABLE 1 (cont'd.)

NUMBER AND PERCENTAGE OF LOWER THREE STANINE STUDENTS
IN READING AND MATHEMATICS PROJECTED FOR 1978-79 ON APRIL 15, 1978

School	Projected* Enrollment	Reading		Mathematics	
		Number	Percent	Number	Percent
Pair Schools Cont'd.					
Dearborn Park	364	69	19.0	67	18.4
Magnolia	290	25	8.6	24	8.3
Pair Subtotal	654	94	14.4	91	13.9
Graham Hill	172	51	29.7	48	27.9
Northgate	207	45	21.7	41	19.8
Pair Subtotal	379	96	25.3	89	23.5
Elementary Total	21,829	4,267	19.6	4,549	20.8

*Does not include kindergarten, special education, special program, or ungraded students.

Table 2 shows that Hispanic, Indian, Samoan, Filipino, other Asian, and Black students are over-represented in the lower three stanines in both reading and mathematics on the TASK.

Junior High and Middle School. In reading, the Districtwide percentage of low achievers was 21.6%, and, in mathematics, 25.0%. Projections show that during the 1978-79 school year, the following schools will have a higher concentration of low achievers in reading than the District average: Denny, Meany, Mercer, Monroe, Sharples, McClure, and Boren. Projections indicate that the following schools will have a higher concentration of low achievers in mathematics than the District average: Eckstein, Hamilton, Meany, Boren, South Shore, and Washington.

Elementary Schools. At the elementary school level, the Districtwide percentage of low achievers in reading was 19.6%. Projections indicate that during the 1978-79 school year, at least 30% of the students in the following schools will be low achievers in reading: Concord, Madrona, Maple, Rainier View, Green Lake, Wing Luke, Van Asselt, and Graham Hill.

In mathematics, the Districtwide percentage of low achievers was 20.8%. Projections indicate that during the 1978-79 school year, at least 30% of the students in the following elementary schools will be low achievers in mathematics: Coe, Concord, Cooper, Madrona, Maple, Rainier View, Leschi, Dunlap, Green Lake, Brighton, Broadview, Hughes, Arbor Heights, and Columbia.

Table 2 shows that American Indian, Black, and Samoan students are over-represented in the lower three stanines on the Reading and Mathematics Subtests of the MAT.

Family Income

The CAMPI Satellite Preschool and the Follow Through programs both use family income as one of the selection criteria for target students. As the 1970 census data on poverty are no longer current, the District uses the proportion of students eligible for free and reduced price lunches under the National School Lunch Act as a measure of neighborhood poverty. The National School Lunch Act establishes student eligibility based on the number of people in the family and the yearly gross income of the family. For example, a family of four must have a yearly gross income of $11,880 or below in order for the children to be eligible to receive free lunches. The extent of neighborhood poverty in elementary school attendance areas is shown in Figure 1. Poverty in the Seattle area follows a pattern of high concentrations in the Central Area, Rainier Valley, and the High Point area. Poverty is less prevalent in the north end and western boundary areas of Seattle.

Recommended Service Direction for Academic Achievement

Based upon the data examined in this section, it is recommended that URRD programs be designed with the following considerations:

1. The data presented in this section show which high schools, junior high/middle schools, and elementary schools are likely to have a high concentration of low achievers during the 1978-79

TABLE 2

ETHNIC DISTRIBUTION OF LOW ACHIEVING STUDENTS
PROJECTED FOR 1978-79 ON APRIL 15, 1978

MAT

Ethnic Group	Reading		Mathematics	
	Percent of Tested Population	Percent in Lower Three Stanines	Percent of Tested Population	Percent in Lower Three Stanines
Hispanic	3.9	6.8	3.9	6.0
American Indian	2.8	4.8	2.7	4.7
Chinese	3.0	2.4	3.0	1.1
Filipino	2.6	2.6	2.7	1.9
Japanese	1.9	.6	1.9	.5
Samoan	.4	1.2	.4	.9
Other Asian	1.7	2.5	1.7	1.3
Black	18.5	37.1	18.4	36.2
White	65.0	41.5	65.0	47.1
Other	.3	.4	.3	.3

TASK

Ethnic Group	Reading		Mathematics	
	Percent of Tested Population	Percent in Lower Three Stanines	Percent of Tested Population	Percent in Lower Three Stanines
Hispanic	2.0	3.4	2.1	4.0
American Indian	1.7	2.5	1.6	3.6
Chinese	3.9	3.8	4.0	.6
Filipino	2.4	2.7	2.4	3.0
Japanese	3.6	1.3	3.6	.7
Samoan	.2	.7	.3	.9
Other Asian	1.2	3.1	1.3	1.7
Black	14.3	34.8	14.0	38.8
White	70.6	47.6	71.0	46.8

FIGURE 1

EXTENT OF STUDENT ELIGIBILITY
FOR THE FREE AND REDUCED LUNCH PROGRAM
IN SEATTLE 1977-78

school year. Those programs offering tutorial services should concentrate their service in schools with a high concentration of low achievers.

2. Those ethnic groups currently served by the URRD programs need concentrated tutoring or compensatory services, particularly in the case of American Indian, Hispanic, Samoan, and Filipino students.

3. The Central Area, Rainier Valley, and High Point neighborhoods have high concentrations of poverty. The CAMPI Satellite Preschool and Follow Through programs should concentrate their recruitment efforts in these neighborhoods. To the extent possible, these programs should locate program sites in high poverty neighborhoods.

Bicultural Education

This category has two major service groups, American Indian students and students from non-English language backgrounds. The presentation of data will be divided according to the two major service groups. A summary section will describe the recommended service direction for this category.

Non-English Language Background

The Seattle School District has two major categories of students from non-English language backgrounds. Non-English dominant students or HEW Fluency Categories A and B students are dominant in a language other than English. English dominant students or HEW Fluency Categories C, D, and E students are dominant in English, but also speak another language. National and local studies have shown that both non-English dominant and English dominant students need special services. The 1976-77 Lau Compliance Final Evaluation Report (Report No. 77-16, December 1977), contains the results of the Seattle Public Schools Lau compliance evaluation activities during the first year of implementing its Lau Plan. This report contains data describing students from non-English language backgrounds, their academic achievement, and their participation in special academic and language programs. The following results and recommendations from the management summary of the report support the continued service needs of the language groups served by URPD programs:

- Higher priority should be given to Transitional English as a Second Language (TESL) service for limited English fluency students than to native language instruction in required subject areas.

- Limited English fluency students in secondary schools should receive the highest concentration of special language services.

- Students from Spanish and Samoan language backgrounds demonstrated needs for and should receive remedial service conducted in English in reading, language arts, and mathematics. These students consistently

showed low achievement on all Metropolitan Achievement Test (MAT) Subtests despite the fact that most were equally or more fluent in English.

- A high priority should be placed on providing compensatory programs which are oriented toward the unique cultural, linguistic, and academic needs of various language groups. Such services should further be coordinated with TESL and native language services offered to individual students.

Table 3 presents data which show the number of non-English dominant and English dominant students served by District programs as of February 1978. This table demonstrates the continued need for service in each of the language groups currently served by URRD programs. The service definitions and discussion follow:

- TESL/Bilingual: District or ESEA Title VII funded Transitional English as a Second Language (TESL) and native language required subject matter (RSM) services. All 1977-78 URRD funded Bilingual Programs: Cleveland/Mercer Bilingual Program, Franklin Bilingual Program, Beacon Hill Chinese-English Bilingual Program, and Proyecto Saber. All students served by the Indochinese Relief Act.

- Compensatory Education: ESEA Title I programs offering classes in reading or math to supplement regular classroom instruction. Service provided by any URRD programs other than those classified as bilingual.

Thirty-three percent of the non-English dominant students are not being served by any program. The Japanese, other Indochinese, and "other" language groups are those with the highest proportion of unserved students. Of those served, 81% of the non-English dominant students are receiving TESL/Bilingual services only. Six percent are receiving Compensatory Education and thirteen percent are receiving Compensatory Education and TESL/Bilingual service.

Service data for English dominant students are provided only for students scoring in the lower three stanines on the Mathematics Computation and/or Reading Subtests of the MAT and the Reading Subtest of the Stanford Test of Academic Skills (TASK). The user should not regard this table as a complete description of lower three stanine students as not all students were tested and the high school population is only represented by ninth and eleventh grade test scores. This portion of the table can be used to identify language groups with potential service needs. Sixty-two percent of the English language dominant population scoring in the lower three stanines did not receive special language or compensatory program service. The Spanish and "other" language groups are those with the largest proportion of unserved students. Of those served, 56% of the English language dominant students are receiving TESL/Bilingual service only, 37% are receiving Compensatory Education only, and 7% are receiving TESL/Bilingual and Compensatory Education.

Table 4 presents data which show the number of non-English dominant students assigned to schools for the 1978-79 school year according to the Desegregation Plan. The schools are divided into the three zones planned for the 1978-79

TABLE 3

SERVICE DATA ON 1977-78 BILINGUAL STUDENTS (FEBRUARY 1978)

Language Groups	Total	No. Unserved	No. Served	No. Served ESL/Bilingual Only	No. Served Comp. Ed. Only	No. Served ESL/Bilingual & Title I
	Non-English Dominant					
Chinese	318	85	233	200	7	26
Philippine	145	55	90	69	7	14
Korean	183	51	132	110	3	19
Spanish	73	18	55	45	6	4
Japanese	81	47	34	33	1	
Samoan	86	15	71	38	12	21
Vietnamese	299	99	200	162	13	25
Other Indochinese	36	15	21	14	3	4
Other Languages	142	62	80	73	3	4
Total	1,363	447	916	744	55	117
	English Dominant - Lower Three Stanines					
Chinese	114	61	53	31	15	7
Philippine	119	67	52	32	17	3
Korean	29	14	15	13	2	
Spanish	111	79	32	15	16	1
Japanese	18	11	7	1	6	
Samoan	58	26	32	15	13	4
Vietnamese	19	10	9	7	2	
Other Indochinese	3	1	2	2		
Other Languages	113	91	22	9	13	
Romany	1		1	1		
Total	585	360	225	126	84	15

TABLE 4

NON-ENGLISH DOMINANT STUDENTS PROJECTED FOR 1978-79 AS OF FEBRUARY 1978

Zone I	Chinese	Philippine	Korean	Spanish	Japanese	Samoan	Vietnamese	Other	Total
Ballard	3	1	2	2	1	0	6	3	18
Franklin	12	6	1	1	1	3	6	2	32
Ingraham	3	2	6	0	0	0	3	3	17
Queen Anne	2	0	2	0	2	0	4	4	14
Blaine	0	2	0	1	4	1	1	2	11
McClure	0	2	1	0	0	2	6	2	13
Monroe	0	1	1	4	1	1	3	3	14
Sharples	2	5	1	2	0	0	3	0	13
Thomson	0	1	0	0	0	0	0	2	3
Whitman	4	2	0	0	0	0	2	0	8
Adams	0	0	0	0	0	0	6	3	9
Briarcliff	0	3	0	0	6	1	1	3	14
Brighton	0	4	0	0	0	1	7	1	13
(Brighton)*	2	2	0	0	0	5	6	1	16
Broadview	0	0	2	0	1	1	1	0	5
Coe	0	0	2	0	0	0	1	1	4
Columbia	0	1	2	0	0	0	0	2	5
Crown Hill	0	0	0	1	0	0	0	2	3
Graham Hill	6	0	0	0	0	0	0	0	6
Greenwood	0	2	2	0	0	0	0	0	4
Haller Lake	0	0	0	0	0	0	4	1	5
Hay	0	0	0	0	0	0	1	0	1
Lawton	0	1	2	1	1	0	0	2	7
Loyal Heights	1	0	0	0	0	0	0	2	3
Muir	0	0	1	0	0	0	3	0	4
North Beach	0	0	0	0	1	0	0	0	1
Northgate	0	0	0	0	0	2	0	0	2
North Queen Anne	0	1	2	0	0	0	0	0	3
Oak Lake	3	4	4	1	0	1	0	1	14
Olympic Hills	1	0	0	0	0	0	0	0	1
Olympic View	0	0	0	0	2	0	0	0	2
Viewlands	0	0	1	0	1	0	0	2	4
Webster	0	0	2	0	0	0	3	0	5
West Woodland	0	0	0	0	0	1	1	0	2
Whittier	0	1	0	0	0	0	0	0	1
Whitworth	2	0	0	0	1	4	0	0	7
Total	41	41	34	13	22	23	68	42	284

*Magnet or VRT students unassigned to a school in their triad or pair.

TABLE 4

NON-ENGLISH DOMINANT STUDENTS PROJECTED FOR 1978-79 AS OF FEBRUARY 1978

ZONE II	Chinese	Philippine	Korean	Spanish	Japanese	Samoan	Vietnamese	Other	Total
Garfield	4	4	1	1	1	1	9	5	26
Hale	4	3	1	0	0	0	11	2	21
Lincoln	6	2	3	2	0	0	13	4	30
Roosevelt	8	1	2	0	1	0	7	10	29
Addams	6	0	2	0	0	0	4	1	13
Eckstein	4	0	5	4	4	0	2	3	22
Hamilton	7	1	0	5	1	0	4	1	19
Meany	0	0	1	0	0	0	0	0	1
Allen	0	0	0	0	0	0	3	1	4
Bagley	0	0	0	0	0	0	0	2	2
Bryant	1	0	0	1	4	0	2	1	9
Cedar Park	0	0	0	0	0	0	1	0	1
Colman	0	0	0	0	1	0	2	0	3
(Colman)*	0	0	0	0	0	0	2	0	2
Day	1	0	0	0	0	0	3	2	6
Decatur	0	0	1	0	1	0	0	0	2
Fairview	1	0	1	0	0	0	2	1	5
Gatzert	3	3	2	0	0	0	1	0	9
(Gatzert)*	2	4	1	0	0	0	2	0	9
Greenlake	0	1	0	0	0	0	0	0	1
King	0	0	0	0	1	0	0	0	1
Lake City	0	0	1	0	0	0	8	1	10
Latona	2	0	0	2	5	0	0	1	10
Laurelhurst	0	0	0	4	0	0	0	10	14
Leschi	0	0	0	0	0	1	0	3	4
(Leschi)*	0	0	0	0	0	0	0	1	1
Lowell	0	0	16	0	0	0	4	5	25
Madrona	1	2	3	0	0	0	5	3	14
Maple Leaf	0	0	0	0	0	0	0	0	0
McGilvra	0	0	0	0	0	0	0	1	1
Minor	0	0	0	0	1	0	2	1	4
Pinehurst	4	0	2	1	0	0	0	0	7
Ravenna	0	0	0	0	1	0	0	0	1
Rogers	0	1	2	0	0	0	0	1	4
Sacajawea	3	0	0	0	0	0	0	0	3
Sand Point	0	0	3	2	2	0	2	1	10
Seward	0	0	2	0	0	0	0	0	2
Stevens	0	0	0	0	0	0	0	1	1
Unviersity Heights	0	0	1	0	3	0	0	2	6
View Ridge	0	0	0	0	1	0	1	0	2
Wedgwood	0	0	0	0	0	0	1	1	2
Total	57	22	50	22	27	2	91	65	316

*Magnet or VRT students unassigned to a school in their third or fair.

TABLE 4

NON-ENGLISH DOMINANT STUDENTS PROJECTED FOR 1978-79 AS OF FEBRUARY 1978

Zone III	Chinese	Philippine	Korean	Spanish	Japanese	Samoan	Vietnamese	Other	Total
Cleveland	29	10	1	0	1	3	1	2	47
Rainier Beach	5	4	2	1	0	3	3	1	19
Sealth	2	2	17	0	1	5	3	0	30
West Seattle	0	2	1	0	2	0	3	1	9
Boren	0	0	8	0	0	3	3	1	15
Denny	2	3	2	2	0	1	2	1	13
Madison	2	1	3	0	0	0	6	0	12
Mercer	28	6	1	3	0	3	7	4	52
South Shore	2	1	1	0	1	4	3	0	12
Arbor Heights	8	2	0	1	0	1	0	2	14
Beacon Hill	6	1	1	0	1	0	4	1	14
(Beacon Hill)*	25	0	1	2	0	0	1	1	30
Concord	0	0	0	0	0	0	2	0	2
Cooper	0	0	6	1	0	0	1	0	8
Dearborn Park	8	7	0	2	4	1	5	2	29
Dunlap	1	2	0	0	1	4	2	0	10
(Dunlap)*	1	3	0	2	0	0	2	1	9
Emerson	0	0	0	0	0	0	5	1	6
Fairmount Park	0	0	0	0	0	2	1	0	3
Fauntleroy	0	0	0	0	1	0	0	0	1
Gatewood	0	0	0	0	2	0	0	0	2
Genesee Hill	0	0	0	0	0	0	0	1	1
Highland Park	2	2	2	1	0	8	2	0	17
High Point	0	2	0	0	0	2	1	1	6
Hughes	0	2	2	0	0	2	0	0	6
Jefferson	1	0	1	0	0	0	0	0	2
Kimball	16	6	1	0	0	1	1	0	25
Lafayette	7	6	1	0	4	1	2	0	21
Magnolia	1	4	0	2	5	1	2	1	16
Maple	0	1	0	0	0	0	3	0	4
Rainier View	0	2	0	0	0	0	0	0	2
Roxhill	0	0	0	0	0	1	2	0	3
Sanislo	0	0	22	0	0	0	0	1	23
Schmitz Park	0	0	0	0	0	0	1	0	1
Van Asselt	8	1	0	3	0	7	1	0	20
Wing Luke	1	0	0	0	0	4	0	0	5
Total	155	78	73	20	23	57	69	22	489

*Magnet or VRT student unassigned to a school in their triad or pair.

school year. Data are not included for students enrolled in special programs. The language distribution of non-English dominant students is as follows: Chinese (23%), Vietnamese (21%), Korean (14%), Philippine (12%), Samoan (7%), Japanese (6%), Spanish (5%), Other (12%). In Zones I, II, and III, the URRD program sites at Franklin and Cleveland High Schools, Mercer Junior High School, and the Beacon Hill/Genesee Hill/Schmitz Park triad have the highest concentration of non-English dominant students. Discussion, by zone, follows:

- Zone I

  Franklin High School has the largest concentration of non-English dominant students projected for the 1978-79 school year. Vietnamese is the largest language group in this zone.

- Zone II

  Lincoln and Roosevelt High Schools have the largest concentrations of non-English dominant students projected for the 1978-79 school year. Vietnamese is the largest language group in this zone.

- Zone III

  Mercer Junior High School has the largest concentration of non-English dominant students projected for the 1978-79 school year. Cleveland has the next largest concentration of students and the Beacon Hill/Genesee Hill/Schmitz Park triad the next largest concentration of students. Chinese is the largest language group in this zone.

Table 5 presents data showing the estimated proportion of lower-three stanine English-dominant students for each language group and grade level for the 1978-79 school year. This proportion was computed based upon the number of English dominant students in the lower and upper three stanines on the Reading Subtest of the MAT. Due to the small number of students tested in grades K-3 the proportion is not given for each language group. As grade four was not tested on the MAT this fall, fourth grade students are not included in the four-six grade estimate. The estimate for grades ten-twelve is based only on eleventh grade scores. The table can be used to estimate the number of low achieving English-dominant bilingual students in a particular school. The table indicates that the proportion of lower three stanine students varies greatly among language groups and grade level groupings. The table also indicates that the Spanish and Samoan language groups tend to have a high proportion of low achievers at all grade levels.

TABLE 5

ESTIMATED PROPORTION OF LOWER-THREE STANINE ENGLISH-DOMINANT STUDENTS FOR THE 1978-79 SCHOOL YEAR

Language Groups	Grade Levels K-3	4-6	7-9	10-12
Chinese	-	.10	.18	.13
Philippine	-	.18	.28	.27
Korean	-	.16	.22	.57
Spanish	-	.24	.38	.36
Japanese	-	.07	.04	.07
Samoan	-	.63	.61	.67
Vietnamese	-	.44	.22	.17
Other Langs.	-	.10	.14	.21
Total	.12	.16	.22	.21

Indian Education

The total regular program enrollment of students in the Seattle Public Schools during the 1977-78 school year was 54,729 in December 1977. Of this number, 1,439 were designated as being American Indians. Table 6 presents data showing Indian enrollment by grade and consortium and the percentage of Indian enrollment found in each consortium. The two consortia with the highest concentrations of Indian students are Sealth and Ballard. Table 7 provides the number and percentages of Indian students enrolled in each school.

According to data provided by the Office of Student Placement, the dropout rate for Indian students during the 1976-77 school year was 19.0% as compared with the District average of 10.36%. The major reason indicated for Indian dropouts was irregular attendance and/or truancy.

The ethnic distribution of low achieving students in Seattle indicated that Indian students were over-represented in the proportion of lower three stanine students on the Reading and Mathematics Computation Subtests of the MAT and the TASK.

Recommended Service Direction for Bicultural Education

Based upon the data examined in this section, it is recommended that URRD programs be designed with the following considerations:

1. In the District as a whole, 33% of the non-English dominant students had not been served as of February 1978.* Given that service to these students is important in order to increase their level of academic achievement as well as to meet Lau compliance requirements,

*A memo which details the reasons for lack of service, "Summary of Services Provided to Limited English Fluency Students" (April 3, 1978), is available upon request from the Evaluation Office.

TABLE 6

AMERICAN INDIAN STUDENT ENROLLMENT BY GRADE AND CONSORTIUM*
(DECEMBER 1977)

Consortium	Grade													Total	% of Total Indian Enrollment
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Ballard	13	13	17	16	17	10	16	16	28	18	20	14	6	204	14.2
Cleveland	13	11	12	7	10	15	6	9	7	9	4	4	4	111	7.7
Franklin	11	10	7	6	6	6	9	5	11	5	3	3	0	82	5.7
Garfield	13	16	18	14	5	17	14	16	9	7	3	4	4	140	9.7
Hale	4	6	9	5	7	8	8	7	3	3	1	7	2	70	4.9
Ingraham	9	9	9	4	6	7	14	10	7	12	9	3	5	104	7.2
Lincoln	12	7	12	12	14	9	5	6	8	6	6	8	4	109	7.6
Queen Anne	5	14	10	9	6	6	4	8	11	13	2	4	3	95	6.6
Rainier Beach	3	3	3	5	4	1	3	6	3	4	3	1	0	39	2.7
Roosevelt	5	5	4	5	5	3	4	1	8	5	10	1	4	60	4.2
Sealth	16	38	30	13	29	25	22	40	30	23	24	25	6	321	22.3
West Seattle	3	6	7	14	6	9	5	10	5	10	8	12	9	104	7.2
Total	107	138	138	110	115	116	110	134	130	115	93	86	47	1,439	100.0
Percent of Total	7.4	9.6	9.6	7.6	8.0	8.1	7.6	9.3	9.0	8.0	6.5	6.0	3.3	100.0	

*74 American Indian students are also enrolled in special programs.

TABLE 7

NUMBER AND PERCENT OF AMERICAN INDIAN STUDENTS ENROLLED IN EACH SCHOOL (DECEMBER 1977)

School	No.	% of Enrollment
BALLARD CONSORTIUM		
Ballard	40	3.3
Monroe	44	6.3
Whitman	18	3.0
Adams	30	8.7
Crown Hill	2	1.0
Greenwood	12	3.5
Loyal Heights	5	2.5
North Beach	2	.8
Webster	23	8.0
West Woodland	9	2.0
Whittier	19	5.2
Total/Percent	204	4.0
CLEVELAND CONSORTIUM		
Cleveland	12	1.6
Mercer	25	2.0
Beacon Hill	16	4.4
Concord	7	3.8
Dearborn Park	5	1.1
Kimball	10	2.0
Maple	15	3.9
Van Asselt	21	5.0
Total/Percent	111	3.0
FRANKLIN CONSORTIUM		
Franklin	6	.6
Sharples	21	2.8
Brighton	3	.8
Columbia	17	5.1
Graham Hill	2	.8
Hawthorne	8	4.1
Muir	16	2.6
Whitworth	9	1.4
Total/Percent	82	2.3
GARFIELD CONSORTIUM		
Garfield	14	1.2
Meany/Madrona A	22	2.9
Meany/Madrona B	22	2.6
Colman	5	1.8
Gatzert	16	5.4
M.L. King	2	.5
Leschi	2	.4
Lowell	21	8.5
McGilvra	0	0.0
Minor	14	3.6
Montlake	6	2.9
Seward	2	.6
Stevens	7	1.4
Total/Percent	133	2.4
HALE CONSORTIUM		
Hale	10	.7
Addams	13	1.2
Cedar Park	2	1.0
Decatur	1	.4
Lake City	7	2.4
Maple Leaf	6	2.5
Olympic Hills	10	3.2
Pinehurst	1	.4
Rogers	4	1.3
Sacajawea	8	4.6
Wedgwood	8	2.4
Total/Percent	70	1.8
INGRAHAM CONSORTIUM		
Ingraham	18	1.2
Thomson	17	2.5
Wilson	18	4.1
Broadview	17	3.3
Haller Lake	7	2.3
Northgate	5	2.6
Oak Lake	12	4.1
Olympic View	0	0.0
Viewlands	10	3.5
Total/Percent	104	2.6

TABLE 7 (cont'd)

NUMBER AND PERCENTAGE OF AMERICAN INDIAN STUDENTS ENROLLED IN EACH SCHOOL (DECEMBER 1977)

School	No.	% of Enrollment
LINCOLN CONSORTIUM		
Lincoln	24	1.9
Hamilton	19	3.4
Allen	14	4.4
Bagley	11	4.5
Day	23	6.4
Greenlake	6	3.0
Latona	3	1.7
McDonald	7	3.2
Total/Percent	107	3.6
QUEEN ANNE CONSORTIUM		
Queen Anne	9	.8
Blaine	3	.7
McClure	29	5.0
Briarcliff	3	.9
Coe	13	3.4
Hay	14	5.7
Lawton	7	2.1
Magnolia	2	.5
North Queen Anne	2	1.0
West Queen Anne	13	4.1
Total/Percent	95	2.4
RAINIER BEACH CONSORTIUM		
Rainier Beach	8	1.0
South Shore	13	1.5
Dunlap	4	1.3
Emerson	2	.7
Rainier View	0	0.0
Wing Luke	12	3.5
Total/Percent	39	1.3

School	No.	% of Enrollment
ROOSEVELT CONSORTIUM		
Roosevelt	20	1.1
Eckstein	13	1.5
Bryant	3	1.0
Fairview	2	1.2
Laurelhurst	5	1.4
Ravenna	2	.7
Sand Point	6	3.2
University Heights	2	1.4
View Ridge	2	.7
Total/Percent	55	1.4
SEALTH CONSORTIUM		
Sealth	55	3.8
Denny	52	5.3
Boren	41	6.7
Arbor Heights	11	2.6
Cooper	31	9.8
Fairmount Park	20	5.9
Fauntleroy	3	.9
High Point	37	15.6
Highland Park	39	6.2
Hughes	16	4.0
Roxhill	11	3.6
Sanislo	5	1.9
Total/Percent	321	5.5
WEST SEATTLE CONSORTIUM		
West Seattle	29	2.4
Madison	25	2.6
Alki	5	2.0
Gatewood	7	2.0
Genesee Hill	4	1.6
Jefferson	7	2.6
Lafayette	11	2.1
Schmitz Park	16	6.3
Total/Percent	104	2.7

URRD programs should complement District service efforts. The Bilingual Programs located at Cleveland, Franklin, Mercer, and the Beacon Hill triad should serve all the non-English dominant students in language groups currently served by the program located at those schools. The program managers should coordinate with the District Bilingual Programs Office to identify non-English dominant students in September 1978.

2. In the District as a whole 63% of the low-achieving English dominant students had not been served by compensatory or special language programs as of February 1978. Given that these students have unique cultural and linquistic needs as well as a history of low achievements, low achieving English dominant students should be served by URRD programs. The tutoring, Transitional English as a Second Language, and native language subject matter instruction components of the URRD programs should provide service to low achieving English dominant students, as space is available following the provision of service to non-English dominant students.

3. As the data show a wide dispersion of Indian students throughout the District, the American Indian Heritage Program should be located in schools which have a high concentration of American Indian students. The program staff, with the assistance of the Evaluation Office, should identify those schools having a high concentration of American Indian students in September 1978. Program services should concentrate on tutoring and guidance regarding attendance, as these are major problem areas.

Ancillary Services

URRD programs have many different types of Ancillary Services related to such diverse needs as health care, employment, improvement of self-image, etc. This section of the report will present data pertaining to attendance maintenance. Almost all URRD programs have a program component which involves guidance or counseling services directed at helping students improve their school attendance. In this section, school attendance data will be reported in terms of the numbers of suspensions and dropouts during the 1976-77 school year. The presentation of data will be divided into two sections relating to dropouts and suspensions. A summary section will describe the recommended service direction for this category.

Dropouts

A dropout is a student who has not returned to school as of the last day of any school year. The official definition of a dropout is from the Office of the State Superintendent of Public Instruction.

> "Any student up to 21 years of age who is not enrolled in school as of the last day of any school year, except those students who have moved out of the District, graduated from high school, or are enrolled in private or parochial school or community college."

The Office of Student Placement has thirteen different codes which define a dropout or a student who is no longer in school as of the last day of school. These codes are used in Table 8. A definition of each code is included in the appendix.

Table 8 presents data showing the number of students, within each dropout code, that were listed as dropouts during the 1976-77 school year by the Office of Student Placement. There were 1,765 dropouts in the 12 Seattle high schools during the 1976-77 school year. Rainier Beach (14.94%) and Ballard (14.36%) showed the highest dropout rates, with Roosevelt the lowest at 4.78% Ballard, Franklin, Ingraham, Lincoln, Rainier Beach, and Sealth had dropout rates higher than the District average. Table 11 shows that Indian, Black, and Filipino students have higher dropout rates than the District average. The major reasons for a student being listed as a dropout are as follows:

- Completion of ninth grade (and age 15)--The pupil has attained a reasonable proficiency in the subjects required by law to be taught in the first nine grades of the public schools of the State of Washington. Of the students who dropped out during 1976-77, 32% are in this category.

- Irregular attendance/truancy--Means of correcting the pupil's attendance irregularities have not been successful and the student's irregularities have disrupted the educational process. Of the students who dropped out during 1976-77, 27.6% are in this category.

- Age not within mandatory attendance (over age 18)--The pupil has attained the age of 18 and is no longer bound by the requirements of the mandatory attendance law. Of the students who dropped out during 1976-77, 17.1% are in this category.

Suspension

A student is suspended through an official action of a School District employee. The Office of Student Placement defines suspension as:

> "The denial of the right of school attendance from any single class or any full schedule of classes for a stated period of time in excess of three days, PROVIDED that no pupil shall be suspended from any elementary school for more than ninety days, and PROVIDED further that no secondary pupil, because of suspension, shall lose more than one semester's credit during any school year."

There are five different codes used to define suspension; these are listed in Table 9. A definition of these codes is included in the appendix. There were 1,232 students suspended at District high schools during the 1976-77 school year. Garfield (14.16%) and Ballard (13.81%) showed the highest suspension rates, with Roosevelt (1.98%) and Hale (2.19%) showing the lowest. Ballard, Franklin, Garfield, Ingraham, and Rainier Beach have suspension rates greater than the District average. Irregular attendance/truancy accounted for 88.2% of all high school suspensions.

TABLE 8

NUMBER OF HIGH SCHOOL DROPOUTS*
(1976-77 SCHOOL YEAR)

Reason for Release from High School	Ballard	Cleveland	Franklin	Garfield	Hale	Ingraham	Lincoln	Queen Anne	Rainier Beach	Roosevelt	Sealth	West Seattle	All
Unable to locate pupil	0	0	0	0	0	0	0	0	0	0	0	0	
Age not within mandatory attendance (over 18)	26	12	13	12	24	15	23	22	32	24	43	56	
Physically, mentally, emotionally incapable	3	2	3	1	5	2	1	2	6	3	2	0	
Completion of ninth grade (and age 15)	48	15	32	18	71	82	63	63	15	24	74	59	
Employed, age 15	3	8	2	0	9	24	24	0	6	11	9	7	
Marriage	5	0	2	0	1	1	2	1	2	1	4	2	
Supervision by a public agency	0	0	0	0	1	1	3	2	1	0	0	0	
Temporarily unavailable for schooling	2	0	1	3	3	3	4	8	6	2	0	2	
Habitual disruptive behavior	1	0	0	0	0	0	2	0	0	0	1	0	
Delinquent behavior	132	0	2	4	0	0	4	0	0	0	0	0	
Irregular attendance and/or truancy	0	32	68	80	20	69	65	14	48	25	52	15	
Violation of school regulations	0	0	1	3	1	0	0	0	16	1	5	0	
Expulsion from the building	1	6	9	3	0	4	7	0	8	1	1	2	
Total Dropouts	221	75	133	124	135	201	198	112	140	92	191	143	1,
October Enrollment	1,542	893	1,245	1,349	1,600	1,760	1,433	1,235	937	1,923	1,610	1,502	17,
Dropout Rate	14.33	8.40	10.68	9.19	8.44	11.42	13.82	9.07	14.94	4.78	11.86	9.52	10

*Source: Office of Student Placement, December 1977

TABLE 9

NUMBER OF HIGH SCHOOL SUSPENSIONS
(1976-77 SCHOOL YEAR)

Reason for Release from School	Ballard	Cleveland	Franklin	Garfield	Hale	Ingraham	Lincoln	Queen Anne	Rainier Beach	Roosevelt	Sealth	West Seattle	All High
Habitual disruptive behavior	0	1	0	1	0	0	0	3	0	0	3	0	8
Delinquent behavior	1	0	4	5	3	0	5	0	0	0	0	0	18
Irregular attendance and/or truancy	211	56	122	174	30	142	89	24	79	33	97	30	1,087
Violation of school regulations	0	0	2	7	2	2	11	3	18	4	6	1	56
Expulsion from the building	1	6	16	4	0	5	1	1	20	1	4	4	63
Total	213	63	144	191	35	149	106	31	117	38	110	35	1,232
Percent of Total School Enrollment	13.81	7.05	11.57	14.16	2.19	8.47	7.40	2.51	12.49	1.98	6.83	2.33	7.23

Source: Office of Student Placement, December 1977

TABLE 10

NUMBER OF SUSPENSIONS FOR GRADES 7 TO 12*
(1976-77 SCHOOL YEAR)

Reason for Release from School	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	To Gra 7-
Habitual disruptive behavior	9	11	26	4	3	40	
Delinquent behavior	3	5	18	7	2	2	
Irregular attendance and/or truancy	35	83	285	422	325	121	1,
Violation of school regulations	4	11	31	18	16	3	
Expulsion from the building	6	11	28	22	28	13	
Totals	57	121	388	473	374	179	1,
October Enrollment	1,416	1,441	5,102	5,120	4,969	4,810	22,
Percent Suspensions	4.0	8.4	7.6	9.2	7.5	3.7	

*Source: Office of Student Placement, December 1977

Table 10 shows the grade level characteristics of 1976-77 suspensions. The grade levels registering the lowest suspension rates were seven and twelve.

American Indian, Black, and Filipino students have suspension rates higher than the District average as indicated in Table 11. Samoan students have a suspension rate (48.6%) significantly higher than the District average (7.23%). The major reason for suspension of Samoan students is irregular attendance and/or truancy.

Recommended Service Direction for Ancillary Services

Based upon the data examined in this section, it is recommended that URRD programs be designed with the following considerations:

1. The data presented in this section show that the following high schools have a suspension or dropout rate higher than the District average: Ballard, Franklin, Ingraham, Lincoln, Rainier Beach, Sealth, and Garfield. Those programs serving dropouts should concentrate their recruitment efforts in these high schools.

2. The data presented in this report show that some students in the Seattle School District have irregular attendance and truancy problems. URRD programs should continue to offer counseling and guidance serices to their students to assist them in matters relating to attendance. Those ethnic groups currently served by URRD need concentrated guidance services, particularly in the case of American Indian and Samoan students.

TABLE 11

SUSPENSIONS AND DROPOUTS BY ETHNIC GROUP*
(1976-77)

Ethnic Group	No. in Regular High School	% of Ethnic Group Suspended	% Ethnic Group Dropping Out
Indian	237	15.2	19.0
Black	2,348	17.8	14.7
White	11,029	6.1	11.1
Filipino	335	9.3	10.7
Chinese	510	2.4	3.7
Japanese	482	1.8	2.5
Samoan	35	48.6	2.0
Hispanic	383	5.5	9.1
District Average		7.23	10.36

* Sources: Office of Student Placement
1976-77 Racial Distribution Report

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations, by category, are based on the data in this report.

Academic Achievement

Conclusions

1. Projections indicate that during the 1978-79 school year, the following high schools will have high concentrations of low achievers in both reading and mathematics: Ballard, Cleveland, Franklin, Garfield, Lincoln, Sealth, and Rainier Beach.

2. Projections indicate that during the 1978-79 school year Meany and Boren will have high concentrations of low achievers in both reading and mathematics.

3. Projections indicate that during the 1978-79 school year, the following elementary schools will have high concentrations of low achievers in both reading and mathematics: Concord, Madrona, Maple, Rainier View, and Green Lake.

4. American Indian, Black, Hispanic, and Samoan students are over-represented in the lower three stanines on the Reading and Mathematics Computation Subtests of the MAT and the TASK.

5. The Central Area, Rainier Valley, and High Point neighborhoods are areas with high concentrations of poverty.

Recommendations

1. Tutoring programs such as School/Community Liaison Services, American Indian Heritage Program, and Proyecto Saber should locate program services at schools with high concentrations of low achieving students.

2. The CAMPI Satellite Preschool and Follow Through programs should concentrate their recruitment efforts in the Central Area, Rainier Valley, and High Point neighborhoods. Whenever possible, program sites should be located in these neighborhoods.

Bicultural Education

Conclusions

1. Thirty-three percent of the non-English dominant students (HEW Fluency Categories A and B) are not being served by special language or compensatory programs.

2. Sixty-two percent of the low achieving English-dominant students (HEW Fluency Categories C, D, and E) are not being served by special language or compensatory programs.

3. The URRD program sites at Franklin and Cleveland High Schools, Mercer Junior High School, and the Beacon Hill/Genesee Hill/Schmitz Park triad have the highest concentration of non-English dominant students in the District.

4. The proportion of low achieving students varies greatly among language groups and grade level groupings. Spanish and Samoan students have a high proportion of low achievers at all grade levels.

5. There is a wide dispersion of American Indian students in schools throughout the District. The consortia with the highest concentration of Indian students are Sealth and Ballard. The dropout rate for Indian students during the 1976-77 school year was 19.0%. Indian students were over-represented in the proportion of lower three stanine students on the Reading and Mathematics Computation Subtests of the MAT and the TASK.

Recommendations

1. The URRD Bicultural programs should coordinate with the Bilingual Programs Office in September 1978 to identify non-English dominant students in language groups served by the program. Following the provision of service to non-English dominant students, low achieving English-dominant students should be served by the URRD programs.

2. Program services to American Indian students should be located in schools with high concentrations of Indian students. Service emphasis should be on attendance, counseling, and tutoring.

Ancillary Services

Conclusions

1. Ballard, Franklin, Ingraham, Lincoln, Rainier Beach, and Sealth had dropout rates higher than the District average.

2. Ballard, Franklin, Garfield, Ingraham, and Rainier Beach had suspension rates higher than the District average.

3. Indian, Black, and Filipino students have dropout and suspension rates higher than the District average. Samoan students have a suspension rate (48.6%) significantly higher than the District average.

Recommendations

1. Dropout programs such as People's School #1, Garfield Alternative Program, and Project Interchange, should concentrate recruitment efforts in high schools having high suspension and dropout rates.

2. Irregular attendance/truancy is a problem for some students in the Seattle School District. URRD programs should continue to offer counseling and guidance services to their students to assist them in matters relating to attendance.

APPENDIX

DEFINITION OF DROPOUT AND SUSPENSION CATEGORIES*

Unable to Locate Pupil. The pupil cannot be located despite the use of every reasonable means such as the telephone, United States mail, and/or investigation by the Home Visitor.

Age Not Within Mandatory Attendance (Over Age 18). The pupil has attained the age of 18 and is no longer bound by the requirements of mandatory attendance law, R.C.W. 28A.27.010.

Physically, Mentally, and Emotionally Incapable. The pupil has been diagnosed as physically, emotionally, or mentally unable to attend school and no appropriate instructional program is available in Seattle School District to serve his/her needs. This should be supported by the professional recommendation of a physician, psychologist, social worker, or social agency representative.

Completion of Ninth Grade (and Age 15). The pupil has attained a reasonable proficiency in the subjects required by law to be taught in the first nine grades of the public schools of the State of Washington.

Employed, Age 15. The pupil is gainfully employed and has attained age 15, thereby satisfying the mandatory attendance law, R.C.W. 28A.27.010.

Marriage. The pupil, male or female, is married.

Supervision by a Public Agency. The student is under the supervision of a court or the Washington State Department of Institutions and temporary or permanent exemption has been recommended by that agency.

Temporarily Unavailable for Schooling. (self-explanatory)

Habitual Disruptive Behavior. A danger exists to the pupil himself/herself or to other pupils, teachers, administrators, or other staff members.

Delinquent Behavior. The pupil has disrupted the classroom to the degree that the right of other pupils to learn and the right of the teacher to teach has been infringed.

*Attendance and enrollment regulations, guidelines, and procedures, Seattle Public Schools Office of Student Placement.

Irregular Attendance and/or Truancy. The pupil, by irregular attendance, class truancy, or tardiness has significantly diminished the right of pupils to learn and the right of teachers to teach, provided that other means of correcting the pupil's attendance irregularities have not been helpful and, provided further, that teachers are able to provide testimony that such irregularities have actually disrupted the educational process.

Violation of School Regulations. The pupil, by flagrant disregard for school and School District regulations, creates widespread turmoil and excitement among other pupils to the degree that the educational process is harmed by the inability of pupils to study.

Expulsion from the Building. Grounds for expulsion from the building: Refusal to comply with written rules and regulations as established by the School District, provided other means of correction have failed or would not bring about proper conduct.